



Standards
& Testing
Agency

Key stage 1: modified test administration guidance

Administering braille versions of the
2016 national curriculum tests

May 2016

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Introduction

The 'Test administration guidance' (TAG), available at www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag provides guidance for schools administering the 2016 key stage 1(KS1) national curriculum tests.

This guidance will help you prepare for administering the braille versions of the KS1 tests. You should follow it to ensure that pupils using the braille versions of the tests can access them properly and that they are not at a disadvantage. Braille versions of the KS1 tests are available in Unified English Braille (UEB).

The information in this guide builds on section 6 of the 2016 KS1 'Assessment and reporting arrangements' (ARA), available at www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara.

You should use this guidance together with the:

- 'Test administration guidance' (TAG)
- printed instructions that accompany the test papers.

The printed instructions include information about what you should do before, during and after each test. Please follow them carefully in order to avoid accusations of maladministration.

The instructions are not published on GOV.UK because they contain information which must stay confidential until the test period is over. Schools should use the KS1 sample test administration instructions, available at www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials, to help prepare.

The KS1 English grammar, punctuation and spelling test is optional for this year only. Your school will still need to submit a teacher assessment judgement for KS1 English writing based on pupils' work in the classroom. However, there will be no requirement this year to administer the English grammar, punctuation and spelling test or to use the result as part of that assessment.

If you choose to administer the test, you need to be aware that there is a risk that the spelling results may be compromised and you should use other evidence gathered throughout the year to support your teacher assessment of the spelling statements in the interim framework for writing.

Planning for the tests

Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the assessment needs of each pupil and the support given as part of normal classroom practice. There is guidance about using access arrangements in the KS1 tests at www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements. Please note the following specific guidance for using the braille versions of the tests.

Additional time

Pupils using the braille tests may need up to 100% additional time. You should use your discretion about whether to use the full amount of additional time, for example with pupils who tire quickly. You should tell the pupils how much time they will be given, including any additional time, before each test starts.

Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil.

In addition to the KS1 'Access arrangements' guidance available at www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements, you should follow the specific guidance below.

- If a scribe is used, the scribe must ensure that all the language, punctuation and phrasing are the pupil's own.
- Where a scribe supports a pupil with a visual impairment, it must be clear to the marker what work the scribe has done and what work is the pupil's own. On diagrams requiring completion, it must be clear where the pupil has indicated the answer.
- Any diagram which has been transcribed must show evidence of the pupil's work (for example pin marks).
- Where a scribe supports a brailist, the pupil's answers should be recorded on plain paper in a numbered list. Diagrams showing evidence of the pupil's work should be attached to the scribe's test script (answer booklets or test papers containing pupil's answers) so that they may be marked.

Readers

Readers can be used in the tests, but only with pupils who are not capable of accessing the materials independently and who are supported by a reader in normal classroom practice.

English reading test

Readers cannot be used during the reading tests, except where the test administration instructions allow.

Mathematics

Readers should read the prompts to the pupils in full and refer to test-sensitive guidance provided with the modified test materials.

English grammar, punctuation and spelling test (optional)

Readers should read the prompts to the pupil in full. Readers may also read any part of the pupil's response back to them.

Using technological and electronic aids and word processors

Pupils who normally use technological and electronic aids in the classroom, including low-vision aids such as closed-circuit television or JOCR scanners, may use these for the tests. You do not need to request permission from us or your local authority.

Equipment for the tests

The braille versions of the tests are designed so that standard classroom equipment can be used.

The printed information provided with the test materials will list specific equipment needed for each test. You can use the 2016 sample test materials, available at www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials, to prepare.

For all tests, pupils will need a suitable way of recording their answers, such as a braille, blue / black pen, dark pencil or word processor (i.e. the usual way they write in class) and a pencil sharpener and rubber where applicable.

If a pupil is brailleing their responses then they will need braille paper to record their answers.

Mathematics tests

Pupils will need the following:

- A means of drawing. As drawing can be particularly difficult for pupils with a visual impairment, methods should be determined in advance. The braille test materials may include diagrams on film, braille or swell paper, but pupils may still require assistance in drawing and labelling.
- An adapted angle measurer or protractor, pins and a ruler, if appropriate for the pupil.

Use of rooms for modified tests

You should consider administering the braille versions of the tests to pupils in a separate room to other pupils sitting the tests. The instructions and content of the tests are slightly different. Using separate rooms will avoid distracting pupils using different versions of the tests.

Pupils using the braille versions of the tests will need more space to lay out their test papers.

Preparing administrators

You should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements should be in place should a pupil need to be removed, for example if they are disruptive or become ill.

You should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they would not have another adult to verify the test administration procedures.

Administering the tests

Test materials

Your test pack will contain a copy of the test in UEB. You will also get a printed transcript of all braille papers for reference. You should check the printed transcriptions carefully before starting the tests as amendments may be made to the wording of text and questions. A small amount of additional text may be added to explain information that appears as images in the standard version, to clarify visual references.

You may tell the pupil what the letters or signs represent if these are unfamiliar to the pupil.

The capital sign, italic sign, letter sign and bracket sign are used in all the tests. Other punctuation signs will be used in the optional English grammar, punctuation and spelling test. You must not explain any punctuation marks in the English grammar, punctuation and spelling test.

When to open test materials

It says on the front of each test pack when the test materials can be opened to prepare for the administration of the tests.

You must not open the test packs early to familiarise yourself with the test content. This could lead to allegations of maladministration and the annulment of pupils' results.

Making further adaptations to the tests

The braille versions of the tests are produced in uncontracted braille. The capital letter sign is used within the braille materials. These materials may be re-brailled in a mixture of uncontracted (grade 1) and contracted (grade 2) braille and without the capital letter sign, if this is more suited to normal classroom practice.

If you make further adaptations to the braille version of the tests, care must be taken to ensure that the page layout and accuracy of the materials are not affected. If the corresponding text, questions or page references are adapted incorrectly, pupils may be disadvantaged.

Where appropriate, changes will have been made to the wording and layout of test questions in the braille versions of the tests.

Pupils' responses

Braillists will use separate sheets of braille paper and are not expected to record on the test papers. The braille versions of the mathematics tests may include separate inserts for particular questions. These are tagged at the back of test papers. Pupils should draw or braille on these inserts. In order to use double-page spreads, braillists will need sufficient space to lay out their test papers.

The capital sign, italic sign, letter sign and bracket sign are all used in the tests.

Transcribing and making corrections on pupils' work

Pupils who wish to correct their work should do this as clearly as possible to assist marking. For braillists, it is recommended that a series of 'for' signs (full six-dot cells) are used to obscure the incorrect work and record the revised answer under the first answer.

If this is difficult, you should write on the test script, indicating the response which the pupil does not want to be marked. This must be done accurately, according to the pupil's instructions and before the pupil leaves the test room.

You should not transcribe or overwrite any part of a pupil's test script unless it is a correction of braille requested by the pupil.

If a pupil produces unclear braille that needs to be clarified, this should be transcribed in print on the pupil's braille test script. You should clearly indicate which section of braille the annotation refers to.

It is important that evidence of the pupil's own response is available to the marker.

English tests

English reading test

The braille question booklet will include an example of the multiple choice question format. You should help pupils to identify the correct answer to this example so they are familiar with the method of answering this type of question.

Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may either:

- record the letter and / or number as their chosen answer, e.g. b, d, 1c, 2a
- record the answer in full.

Tactile diagrams may be provided where appropriate and are included in the reading booklet. You may stop the clock while braillists examine the diagrams, as they will need additional time to interpret them.

English grammar, punctuation and spelling test (optional)

Paper 1: spelling

A braille version of the spelling task is not produced. The instructions for administering the braille version of the spelling task are the same as the standard instructions.

You should use the test transcript from the standard version and the pupils should spell the target words in list form in braille. The pupils should use uncontracted braille for the spellings, but if contractions are used, the pupils should be asked to spell the word orally. You should also check orally if braille reversals occur. The pupils' work should be annotated accordingly.

Paper 2: questions

Pupils should work through the question booklet provided, recording their responses on separate sheets of braille paper.

For some questions pupils will be able to record just the letter of the correct answer; for others a word, sentence or phrase may be required.

Mathematics test

Test materials

The test materials consist of:

- a braille test paper which contains an uncontracted braille version of the stimulus material from the standard pupil answer sheet

- any additional stimulus material necessary for pupils to access the questions.

Some questions may be accompanied by stimulus material presented on separate braille sheets or separate inserts for particular questions. These are tagged at the back of test papers. Pupils may need to draw or braille on these inserts.

Some braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the braille dots. These should be removed before the test paper is given to the pupil.

You must provide each pupil with blank sheets of braille paper for their answers.

We use established UEB code to indicate missing words, letters or expressions. The braille code for missing numbers is given in the instructions section of the mathematics papers. You can look up UEB code on the International Council on English Braille website.

Models

Models are provided with the braille mathematics paper 2: reasoning paper.

You may wish to provide real objects which look like those illustrated in the tests. Take care to use shapes identical to those drawn and to keep relative sizes the same. Pupils must not experiment with these objects.

You are advised to indicate on the test paper where models are available for pupils to handle or look at.

Pupils' responses to the braille test papers

Pupils shouldn't respond on the braille question booklet itself. You must give each pupil blank sheets of braille paper for their answers.

For some questions, they may need to respond using the stimulus material or inserts tagged at the back of the test papers. You must ensure that any inserts are attached to the pupil's brailled test scripts at the end of the test so that they may be marked.

Drawings, diagrams and tables

Paper 2 contains a number of diagrams, graphs and pictures. Where necessary, we have simplified or adapted these for pupils with a visual impairment, but they might still need help locating the correct diagrams or clarifying their layout. Compared with the standard versions of the tests, some non-essential diagrams and illustrations may have been omitted from the braille test papers.

Make sure any separate sheets where a pupil has recorded their answer are attached to the pupil's test script at the end of the test

Drawings

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method that they think is most appropriate. If appropriate, the area covered by the shape may be shaded, marked or indicated by pins (if used), so that it can be easily marked.

Where brailists need to draw on plastic film, spare copies of the diagrams are provided so that they have the opportunity to make a second attempt if necessary. Where appropriate, you should encourage pupils to use a ruler when drawing a straight line on film. You may need to assist the pupil when labelling these diagrams. Make sure the diagrams are attached to the pupil's test script at the end of the test.

Expected forms of response are as follows.

- A drawing with a stylus on plastic film (a jelly-mat to place the plastic film on is essential).
- A drawing with pins and bands made by the pupil on either the thermoform or a plastic film sheet, or points shown with adhesive putty. You will remove the pins and bands, or adhesive putty, and indicate their positions by marking / drawing on the sheet (preferably with a permanent marker). Labels should be transcribed as positioned by the pupil.
- A drawing made by placing cardboard shapes in a particular position. When a diagram is created with several shapes, you should show the outline of the individual components as well as the outline of the whole shape created. For example, a shape made up of 4 triangles should show the 4 triangles and not just the outline of the completed shape.
- A combination of the above activities.

You should mount the diagram on a cork board if pins will be used.

Diagrams

Some diagrams may be tagged separately at the back of the test booklet. These are for use on a graph board or jelly mat, or are for pupils to braille on directly. You should detach these diagrams before administering the test so that you can prepare them appropriately. Keep spare copies of the diagrams separate in case they are needed during the test.

You may stop the clock if pupils with severe visual impairment need time to interpret diagrams. You may also help the pupil to identify key features of the diagram.

Tables

If a pupil has to fill out a table, we will either provide:

- labels for pupils to put into the cells of the table
- a separate copy of the table which pupils should use their brailers to complete.

You may help the pupil to align their responses within the table.

After the tests

Marking

Refer to the 'Test administration guidance' (TAG), available at www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag for general information about marking the tests.

Mark schemes will be published on the 'Test orders' section of the NCA tools website at <https://ncatools.education.gov.uk/> from Tuesday 3 May 2016.

You will need to refer to the standard mark schemes in order to mark braillists' tests. You will also need to use modified mark scheme amendments for some test components. These will help you to mark questions that have been amended or replaced in the braille versions of tests.



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Reference: ISBN: 978-1-78644-249-9 STA/16/7704/e



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